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ABSTRACT

This competency-based preservice home economics teacher education module on societal changes affecting the consumer habits of individual living units is the first in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) current changes in society affecting families and other living units (includes lessons on the process for uncovering affectual changes and a selected issue for study); (2) projecting the effect of societal changes on consumer habits of living groups (includes lessons on testing a hypothesis through interview and validating study by reviewing research); and (3) creating and influencing secondary curriculum to reflect changing consumer habits resulting from changes in societal patterns (includes a lesson on planning a teaching module). Each unit includes the unit objectives and overview. Each lesson includes a narrative summary and suggested activities. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

HUMAN DEVELOPMENT

MODULE I-E-1 SOCIETAL CHANGES AFFECTING THE CONSUMER HABITS OF INDIVIDUAL LIVING UNITS

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1978

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NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

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SOCIETAL CHANGES AFFECTING THE CONSUMER HABITS OF INDIVIDUAL LIVING UNITS

Module Objectives

The MATCHE student will be able to describe, document, and explain current societal changes that have affected the consumer practices of living units.

The MATCHE student will be able to recommend and describe ways by which secondary level curriculum can be developed to place emphasis and understanding on these changes as they relate to the consumer practices of the family and individual living units in societal life styles.

Module Overview

In our American culture we have come to find change a normal pattern and experience. Small items have made radical changes in our cultural patterns. Technology, thought to be a luxury in the late 19th Century, has now become the driving force in our cultural development. Technology now develops its own future, creates change and promotes development faster than we can even conceive its rate, let alone its accomplishments. It is easy to allow ourselves to isolate this rapid change and say that it is happening "in a factory" or "at the office" or "for some other persons in our culture." The fact is that each social and technological change affects us in some way and thus affects our lives and in a direct way our consumer practices.

It is often difficult to separate which comes first: does social change press technological and consumer development, or does technological development--by exactly what it creates--press social change and create social and consumer changes? Did the birth control pill contribute to the changes we have experienced in the current sexual practices of our culture, or did social changes press for the development of a reliable and convenient form of birth control? So much of what has been developed has been created simply because it can be done with so little regard for its usefulness, wastefulness, or ecological impact. Television has radically altered our consumer practices, and its continued development constantly presents new methods and materials.

In this module we will look at some of the societal changes which affect family consumer habits. One of the most important aspects of this module is that you gain the skills and experience to communicate (to secondary level students) what you learn about the relationships between societal changes, and individual and family consumer habits.

The module is divided into three units:

Unit 1: Current Changes in Society Affecting Families and Other Living Units

Unit 2: Projecting the Effect of Societal Changes on Consumer Habits of Living Groups

Unit 3: Creating and Influencing Secondary Curriculum to Reflect Changing Consumer Habits Resulting from Changes in Societal Patterns

UNIT 1

CURRENT CHANGES IN SOCIETY AFFECTING FAMILIES AND OTHER LIVING UNITS

Objectives

The MATCHE student will be able to recognize, document, and explain at least three current societal changes which have affected families and living units.

The MATCHE student will be able to present the information in the above objective in such a way as to be comprehended by his or her peers.

Overview

It seems that each day we discover things which have changed in style, substance, format, or principle. Minute new discoveries in physics have changed entire societal patterns. Educational discoveries and research press for continual changes in teaching methods and techniques which in turn can even affect ways we think. Other technological discoveries have eliminated our need to even think about certain subjects, and overnight consumer habits adapt to new discoveries.

The media which communicate these changes are themselves a factor which affects our consumer habits. The media affects us not only through advertising but also through all other aspects of their message (The Medium Is the Message).

In this unit you will be given an opportunity to read and review some of the literature dealing with some of the ways our social structures have changed and how these changes have effects upon living units. Select one particular change to study. Prepare a time line style chart showing the major events which contributed to the change prior to its predominant occurrence.

Lesson 1: Process for Uncovering Affectual Changes

Narrative Summary

It is, of course, impossible to convey in a single module the broad spectrum of changes which have radically influenced living units and

their consumer habits. It is far more important to understand the process whereby the affectual changes within our society can be uncovered, the second, to find ways to sensitize secondary school students to the ways of reacting positively to these changes rather than passively accepting them. This lesson centers on the first element of this process.

As an introduction to this unit, review your lower division work in two ways. Review:

1) Contemporary research on the development of families and living units and 2) contemporary changes in consumer practices.

Next you will be asked to read at least the introductory chapter entitled "Rethinking the Family" in the book Family in Transition, by Skolnick and Skolnick.

Suggested Activities

1. From your lower division work and current library research, locate at least one contemporary resource on the changes in societal patterns which have affected living units.

2. Using the library, locate at least two current resources in home economics or home economics related journals which are centered around recent changes in consumer practices.

3. Read the introductory chapter entitled "Rethinking the Family" in the book Family in Transition, by Arlene S. Skolnick and Jerome H. Skolnick. Write a critique.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: A Selected Issue for Study

Narrative Summary

Now that you have done some review and taken a new look at some current resources, you should select one specific societal change which is an important factor influencing the consumer practices of living units.

Check the Reader's Guide in the library and gather information centered around the issue you have chosen. Remember, while you are working on this entire module, that you are being encouraged to develop a process or method for looking into issues and their effect on living

units. We are pressing toward clarity and consistency and method by assigning one specific topic and having you follow through from exploration to gethering information, to presenting your material, and finally, to group evaluation.

The following is a list of sample topics which might be helpful to guide you in choosing a specific societal change which would affect living units:

Leisure time
Mobility of families and living units
Changing attitudes toward the elderly
Changing attitudes toward parenthood
Influence of media on societal values
Changing attitudes about death and funerals
Usefulness of higher education
Ecological awareness and reasonable consumption
Changes in housing styles
Diversity of styles among living groups
Movement from valuing standardization to valuing diversity
Changing attitudes toward sex
Changing sources of energy

Choose a particular societal change. Study it, and using several periodicals, newspapers, library resources, prepare a one page summary of information about your selected issue. Use this paper to prepare a person to "role-play" a debate defending the societal attitude before the current change occurred. You will then be prepared to defend the value of the change which has occurred. Debate this issue before your small group for ten minutes.

From your study and this debate, create a time line style chart of the societal change you have studied. This chart should include all the major events and dates which contributed to the change, as well as all industrial and technological developments which seem significant. The chart will be duplicated and given to all other members of your group.

Suggested Activities

1. Prepare a one page summary of your topic in such a way that another person could support the societal style extant before this specific change took place. Distribute a copy to each member of the small group at least one meeting before you are to conduct your debate. Select a person from your small group and conduct a ten minute debate. He or she is to support the traditional method; you are to support the value of the changed style. Record the debate and any comments.

2. Using all your resources, create a time line style chart with all relevant information. Duplicate the chart and discuss it with other members of your group. Give brief summary to instructor.

Suggested Resource

Skolnick, Arlene S., and Jerome H. Skolnick. Family In Transition. Boston: Little, Brown and Company, 1971.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Unit 2.

UNIT 2

PROJECTING THE EFFECT OF SOCIETAL CHANGES ON CONSUMER HABITS OF LIVING GROUPS

Objectives

The MATCHE student will be able to effectively interview persons to discover the effects which changes in societal patterns have on the consumer habits of individual living groups.

The MATCHE student will be able to detect and analyze the changes in consumer habits of living groups as a result of changes in societal patterns.

Overview

In this unit, you will be asked to use the information and experience from the first unit and conduct an interview with a person affected by the societal change you chose. Secondly, you will make an outline of all the information you have collected and compile an annotated bibliography.

Lesson 1: Testing a Hypothesis Through Interview

Narrative Summary

In this entire unit,methodology is stressed, beginning with a review of the literature and selecting a specific societal change for concentrated study. Having gained an understanding of the issues involved and prepared a time line chart for one issue, you are, no doubt, beginning to intuit some of the effects these changes will have on individual living units. It is at this point that you should test one of these intuitions. If you were working in housing you might have discovered that there is a higher degree of mobility in our society now than there was twenty years ago. In this case you might conclude that persons have changed their housing expectations and needs, and this in turn affects their consumer habits.

Once you have chosen your topic (the particular societal change and its effects on the consumer habits of living groups), you should formulate an hypothesis. Then construct a list of questions which will help you to clearly interview a person who has been strongly influenced by the societal change you have studied. Your choice of questions is critical. If they are too leading, the person you are

interviewing, you may receive a falsely positive response. If the questions are too vague, they will allow the person to ramble, and you will not get the information you need. If you ask questions which are too personal, you may get responses which merely reflect societal expectations. The process of interviewing persons is not easy; you may find it is helpful to do two preliminary interviews, using your instructor's evaluation to strengthen your skills.

After selecting an hypothesis to test, center on creating careful questions to use. State them in your own language. You are the person who needs to understand the questions. You will have to use language in the interview which is appropriate for the person you are interviewing, not necessarily the language you and your instructor and the other students in your small group are familiar with. If you clearly understand the intention of each question you can easily adapt them to the appropriate situation and person.

You will listen to the sample interviews included in this module. In the activities you will be given some questions which might be helpful to discuss in your small group.

Memorize your questionnaire, if at all possible (tablets and notes are often intimidating).

Suggested Activities

1. Choose an hypothesis to test which will express a clear relationship between the societal change selected and its effect on consumer habits of the individual or family.

2. Construct a set of at least eight questions for a fifteen to thirty minute interview which will clarify the relationship between societal change and consumer habits. Check these for clarity and usefulness with other students and your instructor.

   a. Are you getting the kinds of responses you hope for?
   b. Are you getting salient information?

3. Listen to the sample interviews included in this module. Evaluate them in your small group.

   a. What questions were especially useful?
   b. How should the interviewer have changed his method to be more effective?

4. Using the questions approved by the instructor and your group, conduct at least one interview (two if at all possible) with a person who is living directly with the change you have studied.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: Validate Study by Reviewing Research

Narrative Summary

Now that you have reviewed your own work in this area, done some library research, created an hypothesis, and done some empirical questioning using the interview technique, there are two steps which you need to take to complete your study. Since your empirical data are only from one or two subjects, it would be functional to test and see if there is any research which would tend to support or deny your findings. Check with your instructor. Each topic will have different resources and research tools.

Finally, with this search completed, you should now write an outline of all your work and resources, including your time chart, outlines for your role-play debate, tapes of the debate, tapes of your interviews, resources, articles and library work, and any feedback from your group or instructor.

Suggested Activities

1. Check resources to validate or invalidate your findings.

2. Write an outline of all your work to date. Organize it carefully and review it with your instructor. Check it carefully for (1) organizational consistency, (2) completeness, and (3) clarity. Include an annotated bibliography of library sources.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Unit 3.

UNIT 3

CREATING AND INFLUENCING SECONDARY CURRICULUM TO REFLECT CHANGING CONSUMER HABITS RESULTING FROM CHANGES IN SOCIETAL PATTERNS

Objectives

The MATCHE student will be able to develop a teaching module for secondary school students to effectively teach them to be sensitive to the relationship of societal changes and their effects on the consumer practices of living units.

The MATCHE student will be able to teach the major elements of the MATCHE process and will be able to write a basic module useful for a secondary level classroom.

Overview

In this unit, you will write a module centered around the research completed in the first two units. Major stress has been placed on the development of a clear method of discovering relationships between societal changes and effects on the consumer practices of living units. Opportunity will be given for classroom demonstration and evaluation.

Lesson: Planning a Teaching Module

Narrative Summary

The final step to this module is the culmination of your work. You have a wealth of well organized material: library research, taped interviews, feedback from both instructors and your group, taped debates and discussions, as well as a brief look at the work of other students who are working on this same module.

At this time you will develop a learning module designed to expose high school students to a small segment of what you have done.

In all probability you will have to narrow your topic once again to complete this unit. You will create a module to occupy fifty minutes of class time, complete with clearly stated objectives and a pre/posttest to measure the effectiveness of your module. First you will write some objectives which express what you would expect your students to do as a result of completing this module. Keep your objectives behavioral as you will be developing a pre/posttest to evaluate the effectiveness of your module. Included with this module is a set of

guidelines to assist you in creating your own module. It is the general guideline we used in developing these MATCHE modules. As you can see, even the present module does not follow these guidelines to the letter but the guidelines should be a useful tool.

After you have determined your objectives, write a brief overview of what you expect to accomplish. Then construct a narrative summary of what you will be doing for the period. Finally, write out lessons and activities for instructing the students in exactly what you want them to do for the period. Do not forget that you have a wealth of materials to use; you are encouraged to create more materials to assist you in your teaching. You could use your tapes, charts, etc.

When you have completed your module, briefly present your ideas to your small group. The group should choose one module to be tested in a classroom. Your instructor will help you find a secondary home economics class in a nearby high school. The module selected for demonstration will be presented in this class and the other members of your group should observe.

After the module has been taught in the classroom, the posttest should be left with the class instructor to be given the next day. The whole group should be involved in evaluating the effectiveness of the module in the classroom using their own observations and examining the results of the posttest.

Finally, as a part of the posttest for this module, you should evaluate your own module (with all of its elements) with your instructor. You will be asked to explain how and why you chose the organizational principles that you did.

Suggested Activities

1. Develop a teaching module which will include a pre/posttest, objectives, overviews, narrative summaries, and learning strategies. It should be designed for use within a fifty minute block of time by high school students and should reveal to them the relationship of some societal change to corresponding changes in the consumer habits of individual living units.

2. Select one module developed by a member of your group and have the developer present it to a high school class. The posttest should be left for the teacher to give the following day. (It may not be convenient to administer the pre-test.)

3. Evaluate the effectiveness of the module with your small group.

AS PART OF THE POSTTEST EVALUATE ALL OF YOUR WORK WITH YOUR INSTRUCTOR

Your evaluation should center on the module you developed and the materials you chose. It will be judged for its clarity, effectiveness, and interest.

Suggested Resources

Cavan, Ruth Shonle. Marriage and Family in the Modern World. New York: Thomas Y. Crowell, 1969.

Cox, Frank D. American Marriage: A Changing Scene? Dubuque, Iowa: Wm. C. Brown, 1972.

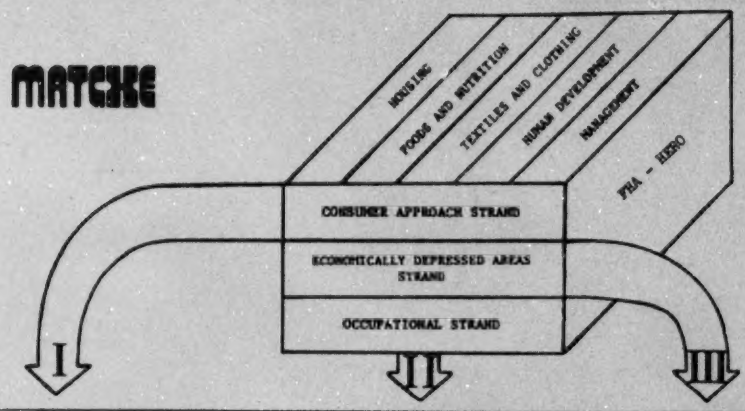
Duvall, Evelyn Mills. Family Development. New York: J.B. Lippincott, 1971.

Klemer, Richard H. Marriage and Family Relationships. New York: Harper and Row, 1970.

Skolnick, Arlene S., and Jerome H. Skolnick. Family in Transition. Boston: Little Brown & Co., 1971.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

MATCHE



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele